Course Syllabus HIS101G

GLOBAL HISTORY SINCE 1945

Number of ECTS credits
6

Course Description
This course introduces students to the key developments, processes and major events in global history from 1945 to the present. The course not only focuses on conflict and cooperation among the major Western powers, but also places the development of modern International Relations into the global context of socio-economic and political developments in Eurasia, Asia, Africa, the Middle East and Latin America. The course serves as a foundation for further region-based and thematic in-depth history courses at the 200 and 300 levels.

Course Prerequisites
None

Intended Learning Objectives
By the end of this course, students should be able to:

In terms of knowledge
✓ Explain the various interpretations of the concept of ‘global history’ and how it relates to other concepts, such as ‘international history’, ‘world history’ and ‘transnational history’;
✓ Explain the relationship between history and the concept of ‘globalization’;
✓ Explain the main actors, factors (including societal factors) and processes that have influenced the evolution of global politics since 1945 and apply this knowledge to the analysis of current international affairs;

✓ Explain the key concepts and theories in the literature on global history and apply them to the analysis of current international affairs;

**In terms of skills**

✓ Conduct a literature search and a literature review to answer an essay question;
✓ Identify reliable sources of information and assess the quality of sources, including historical sources;
✓ Compare and contrast different opinions and viewpoints;
✓ Apply multi-disciplinary perspectives in the analysis of international affairs, by combining insights from politics and international relations and history;
✓ Acquire the ability to work in multicultural and multidisciplinary teams;
✓ Acquire the ability to communicate clearly and precisely both orally and in writing;

**In terms of attitudes**

✓ To acquire a passion for life-long learning;
✓ To acquire the ability to be open and constructively critical towards one's own and others' perspectives.

**Course Materials**

The key textbook for this course is


**Additional Resources**

**Academic Journals**

*Cold War History*

*Journal of Contemporary History*

*Current History*

*Diplomatic History*

*Diplomacy and Statecraft*

*Foreign Affairs*
Foreign Policy
The Historical Journal
International Affairs
International History Review
International Security
Journal of Cold War Studies
Journal of Global History
Journal of Modern History
Review of International Studies
World Politics

Reference Works

Course Schedule & Weekly Reading:

WEEK 1: INTRODUCTION

First class
Review of the syllabus
Discussion of expectations & course policies
Explanation of the pieces of assessment

Second class
Mandatory reading:

Reading questions [to help focus your reading]:
What is global history?
How has the understanding of ‘global history’ changed over time?

Suggestions for further reading:

WEEK 2: GLOBALIZATION AND HISTORY

Mandatory reading:

Reading questions [to help focus your reading]:
What is globalization?
How can we distinguish between globalization, globalism and globality?
What are the characteristics of ‘global history’?
Suggestion for further reading:

WEEK 3: THE ORIGINS AND DEVELOPMENT OF THE COLD WAR

Mandatory reading:

Reading questions:
Why was Germany divided following the Second World War?
What are the origins of the Cold War?
What were the main stages in the Cold War?

Suggestions for further reading:

WEEK 4: THE RISE AND FALL OF ‘DÉTENTE’

Mandatory reading:

Reading questions:
What were the origins and consequences of détente?
What were the main US foreign policy achievements under the Carter administration?

Suggestions for further reading:


**WEEK 5: DECOLONIZATION**

**Mandatory reading:**


**Reading questions:**

What were the consequences of the Cold War for Latin America, Africa and Asia?

Compare and contrast the end of the British and French Empires.

What were the main challenges facing the newly independent countries in Asia and Africa?

**Suggestions for further reading:**


**WEEK 6: EXAM REVISION & ESSAY PREPARATION**

**WEEK 7: MIDTERM WRITTEN EXAMINATION**
WEEK 8: THE ARAB-ISRAELI CONFLICT

Mandatory reading:


Reading questions:

What are the causes of the Arab-Israeli conflict?
What have been the main stages in the Arab-Israeli conflict?
What were the origins and the consequences of the 1993 Oslo Accords?
In your view, how could the Arab-Israeli conflict be solved?

Suggestions for further reading:


WEEK 9: EUROPEAN INTEGRATION

Mandatory reading:


Reading questions:

According to Mearsheimer (writing in 1990), which consequences was the end of the Cold War going to have for Europe?
How significant was the Maastricht Treaty in the process of European integration?

Suggestions for further reading:

WEEK 10: THE END OF THE COLD WAR – A NEW WORLD ORDER?

Mandatory reading:

Reading questions:
What were the causes of the end of the Cold War?
What were the main consequences of the end of the Cold War?
What can we conclude from the 1990-1991 Gulf War about the post-Cold War world order?

Suggestions for further reading:

WEEK 11: THE BREAK-UP OF YUGOSLAVIA

Mandatory reading:

Reading questions:
What are the main causes of the break-up of Yugoslavia?
How did other states react to the violence engulfing Yugoslavia?

Suggestions for further reading:
WEEK 12: 9/11 AND THE ‘WAR ON TERROR’

Mandatory reading:

Reading questions:
What is Al-Qaeda and what were its main grievances before 9/11?
What is the ‘War on Terror’ and how successful has it been?
What has been the impact of the ‘War on Terror’ on the place of the US on the international stage?

Suggestions for further reading:

WEEK 13: CONCLUSIONS: AN UNSTABLE WORLD

Mandatory reading:

Reading questions:
What were the origins of the Iraq War? Why did Mearsheimer and Walt call this war ‘unnecessary’?
What are the challenges posed by the so-called ‘Islamic State’?
What are the main features of the current world (dis)order?
Suggestions for further reading:


WEEK 14: EXAM REVISION

WEEK 15: FINAL WRITTEN EXAMINATION

Course Assessment:

The students will be evaluated on the basis of their performance as follows:

- Essay 30%
- Midterm written exam 30%
- Final written exam 40%

TOTAL 100%
Grading Scale of Vesalius College:

Vesalius College grading policy, in line with the Flemish Educational norms, is now as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>17.0-20.0</td>
<td>85-100</td>
</tr>
<tr>
<td>A-</td>
<td>16.1-16.9</td>
<td>81-84</td>
</tr>
<tr>
<td>B+</td>
<td>15.3-16.0</td>
<td>77-80</td>
</tr>
<tr>
<td>B</td>
<td>14.5-15.2</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>13.7-14.4</td>
<td>69-72</td>
</tr>
<tr>
<td>C+</td>
<td>13.1-13.6</td>
<td>66-68</td>
</tr>
<tr>
<td>C</td>
<td>12.3-13.0</td>
<td>62-65</td>
</tr>
<tr>
<td>C-</td>
<td>11.5-12.2</td>
<td>58-61</td>
</tr>
<tr>
<td>D+</td>
<td>10.7-11.4</td>
<td>54-57</td>
</tr>
<tr>
<td>D</td>
<td>10.0-10.6</td>
<td>50-53</td>
</tr>
<tr>
<td>F</td>
<td>0-9.9</td>
<td>0-49</td>
</tr>
</tbody>
</table>

Assignments and Grading Criteria:

(I) Essay (30%):
Deadline: Monday of Week 11
Wordcount: between 2,000 and 2,500 words, excluding the list of references.

Please choose one essay question amongst the following:

1. How truly global is ‘global history’?
2. Why had the relationship between the United States and the Soviet Union deteriorated drastically by the end of the 1940s?
3. Why has the Arab-Israeli conflict been so persistent since 1948?
4. To what extent, if any, and in what ways did the so-called ‘Third World’ become a battleground in the Cold War?
5. ‘Gorbachev was primarily responsible for the end of the Cold War’. Discuss.
6. To what extent, if any, did a ‘new world order’ emerge after the end of the Cold War?
7. Is a ‘war on terror’ the most effective approach to tackle the contemporary terrorist threats?
8. To what extent, if any, can the United States be described as an ‘ailing superpower’ in the 21st century?
Please note the following:

a) You should not adapt or amend the question you have chosen in any way.

b) Essays have to be submitted through the anti-plagiarism software Turnitin.

c) All essays should have a title page with your name, the course title, the essay title, and a precise word count.

d) Pages should be numbered.

e) The essay should include a separate list of references at the end.

f) Make sure that referencing is uniform throughout the paper. You are free to use the reference system you prefer, but should ensure that the references include author, title, year of publication, publisher, place of publication, and page numbers for articles. For references to websites you need to add the full web address of the specific article or document you consulted and the date you accessed the websites.

g) Each essay is an individual and independent piece of work. Collusion will be sanctioned.

Essay submission

You are required to submit your essay both in hard copy and electronically.

HARD COPY:
Please submit a hard copy to me during the class on the Monday of Week 11. The paper should be stapled, but no plastic cover is necessary.

ELECTRONIC COPY:
Please submit your essay (in Word format) electronically on Turnitin (http://www.turnitin.com/) and by email to sarah.leonard@vesalius.edu with the subject “HIS101G Essay” by the Monday of Week 11, 3 pm at the latest.

Turnitin submission information:
Class name: HIS101G
Class ID: tbc
Enrolment password: tbc

Please note that you will have only submitted your essay once both the hard and electronic copies have been submitted. Late submission penalties will apply until both the hard copy and the electronic copy have been submitted.
Essay late submission

Students should ensure a timely submission of their essay by the deadline indicated. Time management is a very important skill.

Late submission will be penalised as follows:

- 5 points out of 100 points (5%) will be subtracted for each day of delay.

In the event of exceptional circumstances that impede the delivery of the essay by the due date, students should hand in a medical certificate or other proof of the extreme circumstances that impede the fulfilment of the task as quickly as possible. The instructor will then assess whether extreme circumstances exist or not in order to decide whether a late submission penalty will apply or not.

‘Extreme circumstances’ must be significant, unpredictable and serious. These include medical treatment or distress due to a family crisis or loss. These do not include, amongst others, time management problems, technical problems with the computer, inability to find sources, attending a wedding or going on holiday. In all these cases, late submission penalties will systematically be applied.

Note that in accordance with Murphy’s Law, computers are likely to crash and printers are likely to run out of ink the evening before the due date. Start in time. Make backups of your work. Computer or printer problems are no valid reason for handing in work late.

General grading criteria for the essay

Essays will be evaluated according to the following criteria:

a) Capacity to propose a well-reasoned and focused argumentation on an issue throughout the essay;

b) Evidence of knowledge of the ideas, concepts and theories discussed in class and in the reading material and capacity to relate a specific case or topic to broader conceptual and theoretical debates;

c) Capacity to reflect the existence of various interpretations and viewpoints: ensuring that the sources used in the paper reflect a diversity of opinions of diversified backgrounds;

d) Capacity to find and select relevant literature on the case/topic, and in particular scholarly literature. While the use of other material than academic literature will in many cases be useful, it is crucial that the core reflections of the paper are related to on-going academic debates. Over-reliance on non-scholarly sources will have a negative influence on the grade of the essay;

e) A grammatically correct text;

f) Clear documentation of sources and correct referencing.
### Detailed grading criteria for the essay

<table>
<thead>
<tr>
<th></th>
<th>A- to A (16.1-20/20.0)</th>
<th>B- to B+ (13.8-16.0/20.0)</th>
<th>C- to C+ (11.5-13.7/20.0)</th>
<th>F to D+ (0 to 11.4/20.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-reasoned and focused argumentation, with good introduction and conclusion (graded out of 20)</td>
<td>The essay is well-structured, with a clear introduction and conclusion, and is to the point without irrelevant digressions.</td>
<td>The essay is well-structured overall, but with some weaknesses in its internal coherence, or in the clarity of the introduction and conclusion.</td>
<td>The structure of the essay is not always coherent, and the introduction and conclusion are not well-focused.</td>
<td>The structure of the essay is defective; the argument is presented in an incoherent way, no introduction or conclusion.</td>
</tr>
<tr>
<td>Capacity to study a case thoroughly, with particular attention to diversity of viewpoints and interpretations in the historiography (graded out of 20)</td>
<td>Provides excellent critical understanding of the case and addresses all key aspects of the question; pays careful attention to the diversity of viewpoints and interpretations on the topic researched.</td>
<td>Displays a good understanding of the case, but omits a small number of points; in general, pays due attention to the diversity of viewpoints and interpretations on the topic researched.</td>
<td>Displays an adequate understanding of the case, but omits several significant points; not always adequate in providing a diversity of viewpoints and interpretations.</td>
<td>Displays an insufficient understanding of the case and omits major points; insufficient attention to diversity of viewpoints and interpretations.</td>
</tr>
<tr>
<td>Understanding of concepts and theories, and relating them to the topic discussed (graded out of 20)</td>
<td>Provides excellent critical understanding of concepts and theories, and relates them in a meaningful and intelligent way to the case(s) studied</td>
<td>Provides overall good critical understanding of concepts and theories, but with some weaknesses in argumentation; relation with case is overall good with some weaknesses.</td>
<td>Understanding of concepts and theories is too often flawed, argumentation sometimes weak and incoherent; relation with case not always clear.</td>
<td>Displays a weak or no understanding of the concepts and theories involved; does not relate them well to the case.</td>
</tr>
<tr>
<td>Use of relevant primary and secondary sources (graded out of 20)</td>
<td>A very good selection of relevant, high-quality primary and secondary sources, displaying diversity both in opinions and in background, which are well-used in the essay.</td>
<td>A good selection of predominantly relevant, high-quality secondary and primary sources, with enough diversity both in opinions and in background, in general well-used in the essay.</td>
<td>An adequate number of primary and secondary sources, but not all of these sources are relevant, and they do not display enough diversity both in opinions and in background, and/or are not always well used.</td>
<td>Inadequate number of primary and secondary sources, not well chosen and lacking diversity; and/or predominance of non-scholarly or irrelevant sources.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Referencing (graded out of 10)</td>
<td>Correct and complete references, in a coherent style.</td>
<td>A small number of inconsistencies and/or incomplete references.</td>
<td>Several inconsistencies and/or incomplete references.</td>
<td>Predominantly incomplete references and/or no coherence in referencing style.</td>
</tr>
<tr>
<td>Language (graded out of 10)</td>
<td>A minimal amount of grammar and spelling errors. Very good capacity to express complex ideas.</td>
<td>Some grammar and spelling errors, and/or use of colloquial language. But good capacity overall to express complex ideas.</td>
<td>Frequent grammar and spelling errors, and/or use of colloquial language. The text is hard to understand.</td>
<td>Essay characterised by systematic grammar and spelling errors, and/or use of colloquial language. The text is very hard to understand.</td>
</tr>
</tbody>
</table>
(2) Midterm written examination (30%):

The midterm written exam will be held in Week 7. It will cover all the topics that have been examined up to that point.

(3) Final written examination (40%):

The final written exam will be held in Week 15. It will be comprehensive, as it will cover all the topics that have been examined during the whole course.

**Grading Criteria for the assessment of exam answers (midterm exam and final exam)**

<table>
<thead>
<tr>
<th></th>
<th>A (17.0-20.0)</th>
<th>B-A-16.9</th>
<th>C-B-14.5</th>
<th>D-C-12.2</th>
<th>F (0-9.9)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy and completeness</strong></td>
<td>The answer correctly addresses the question, giving all the key components required.</td>
<td>The answer adequately answers the question, but there are some omissions or errors in providing the key components of the answer.</td>
<td>The answer sufficiently addresses the question, but has substantial errors and/or omissions in some of the key components.</td>
<td>The answer is incomplete and fails to address the question. Several key components are missing.</td>
<td>The answer is left in blank or altogether fails to address the question.</td>
</tr>
<tr>
<td><strong>Formulation of answer</strong></td>
<td>The answer is well-structured, formulated in a clear language, and is to the point without irrelevant digressions.</td>
<td>Overall, the answer accurately addresses the question. Some flaws in the formulation of the answer and/or unnecessary and irrelevant digressions.</td>
<td>The answer is formulated in an imprecise or incoherent way and/or there are several unnecessary and irrelevant digressions.</td>
<td>The answer is formulated in a very incoherent way and is difficult to understand, and/or there are many unnecessary and irrelevant digressions.</td>
<td>The answer is formulated in an unintelligible way.</td>
</tr>
</tbody>
</table>
Additional Course Policies

- **Behaviour:**
  Please be punctual and refrain from leaving the classroom once class has started.

- **Use of electronic devices in the classroom:**
  Students can use electronic devices during class only if those support and enhance learning.

  Appropriate use of technology in the classroom includes: note-taking on laptops or Ipads and the use of devices to complete quick Google searches for pertinent information.

  Inappropriate use of technology in the classroom includes: texting your friends or reading texts while in class; sending or reading personal emails; surfing the Internet for non-class purposes, such as checking in with Facebook or other social media platforms, shopping online, reading online information not connected to the class materials and topics, and so forth.

  If students engage in the inappropriate use of electronics in the classroom, then their right to use these devices in the future will be removed.

  Mobile phones are disruptive in the classroom in a number of ways. **Ringtones must be turned off in class.** If there is an exceptional and urgent need to check for messages or make/receive a call, the student concerned must inform the instructor in advance. Students who create disturbances through mobile phone use will be warned and may be asked to leave the classroom.

Academic Honesty Statement

Academic dishonesty is **NOT** tolerated in this course.

Academic honesty is not only an ethical issue, but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else’s work, appropriate references and citations must be provided.